1.3 Political issues and sources (Paper 1 skills)

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS claim • evidence • perspective • veto • self-defence

Objective

Build the **Paper 1** skills: read political sources (texts, data, cartoons) for their **claim** , **evidence** and **perspective** , compare sources, and use them with your own knowledge to answer a question about a political issue.

You must be able to:

- identify the claim, evidence and perspective of a source
- explain what a cartoon or a table shows
- compare two sources on similarities and differences
- evaluate a source's origin and purpose
- combine sources with own knowledge in a short argument

1 Key knowledge and worked examples

Reading a source

ask	meaning
claim	What does the source say is true or should happen?
evidence	What facts, numbers or examples support the claim?
perspective	Whose view is this? A government, an NGO, a journalist, a victim?
origin and purpose	Who made it, when, and why?
silences	What is missing? Who is not heard?

Source A: the UN Charter (1945), extracts

Article 2(4): All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state…

Article 51: Nothing in the present Charter shall impair the inherent right of individual or collective self-defence if an armed attack occurs against a Member…

Source B: a newspaper comment, written for practice

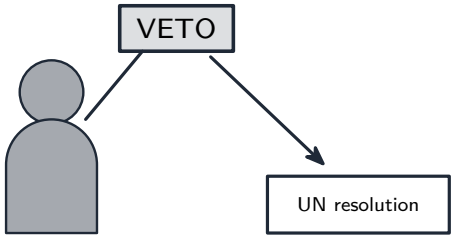
"The Charter promises peace, but the five permanent members of the Security Council can veto any action against themselves or their friends. When a great power uses force, the UN can only talk."

Worked comparison. Both sources are about the use of force. Source A sets the legal rule: no force, except in self-defence or with Security Council action. Source B argues that the rule is weak in practice because of the veto. A is a legal text with a universal purpose; B is an opinion written to persuade.

2 Practice

2.1 State the **claim** of Source B, and **one** piece of evidence it gives. [2]

2.2 The cartoon shows a large figure holding a "VETO" stamp over a small figure labelled "UN Security Council resolution". Explain the message of the cartoon. [3]



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2.3 Explain **two** ways in which Source A and Source B are **similar** or **different**. [4]

2.4 Evaluate the **origin** and **purpose** of Source B for a student investigating whether the UN prevents war. [6]

3 Exam-style questions

3.1 *(Paper 1 style.)* With reference to Source A, identify **three** situations in which force may be used legally under the UN Charter. Use your own knowledge for the third. [3]

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3.2 *(Paper 1 style.)* With reference to Sources A and B, explain why the rule on the use of force is hard to enforce. [4]

3.3 *(Paper 1 style.)* Using Sources A and B and your own knowledge, discuss the view that the United Nations has failed to prevent the use of force between states. [8]

Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

claim: the UN cannot stop great powers from using force / the Charter's promise of peace is weak in practice; evidence: the five permanent members can veto any action against themselves or their friends

2.2

the large figure stands for a permanent member of the Security Council; the stamp shows that one state can block a resolution supported by others; message: the veto makes the UN weak when a great power's interests are involved

2.3

any two, explained: both are about the use of force between states; A is a legal rule, B an opinion about how the rule works in practice; A has a universal purpose (rules for all members), B was written to persuade readers; A says the Security Council has a role; B says the Council is blocked by the veto

2.4

origin: a newspaper comment; value: it shows a common criticism of the UN in public debate; limitation: an opinion, not a study; it gives no specific cases or numbers; purpose: to persuade readers that the UN is weak; value: makes the veto problem clear; limitation: one-sided; it leaves out UN successes, e.g. peacekeeping or the role of the General Assembly

3.1

self-defence against an armed attack (Article 51); collective self-defence by allies (Article 51); own knowledge: action authorized by the Security Council (Chapter VII)

3.2

Source A forbids force but relies on states to obey and on the Security Council to act; Source B: the veto lets a permanent member block action; the UN has no army of its own; it depends on members to provide forces (own knowledge); self-defence (Article 51) can be claimed to justify force, so the rule is open to interpretation

3.3

Mark with the markbands: [top] a clear answer, both the sources and own knowledge used as evidence, different perspectives weighed, a reasoned judgement; [middle] sources and own knowledge used, some analysis, judgement not fully supported; [bottom] description of the sources only, little analysis. Points that may be included: for: Source B: the veto blocks action against great powers; own example, e.g. the Russian veto on resolutions about Ukraine (2022); the UN has no army; against: Source A sets a clear legal norm against force that most states accept most of the time; interstate wars are less frequent than before 1945; peacekeeping and mediation, e.g. UN missions in Cyprus since 1964;

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the General Assembly can still condemn, e.g. the March 2022 resolution on Ukraine; a reasoned judgement